

Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	CLASSICS AND SELECTED ENGLISH READINGS IN EDUCATION	Instructor	(多位教師合開) CHANG, YUEH-HSIA
Course Class	TDIXM1A MASTER'S PROGRAM, GRADUATE INSTITUTE OF CURRICULUM AND INSTRUCTION, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits
D e p a r t m e n t a l A i m o f E d u c a t i o n			
Preparing curriculum and instruction researchers and practitioners with global perspectives and local commitments.			
D e p a r t m e n t a l c o r e c o m p e t e n c e s			
<p>A. Ability to do research with global perspectives and local commitments.</p> <p>B. Ability to design and develop curricula with global perspectives and local commitments.</p> <p>C. Ability to do instructional design and implementation with global perspectives and local commitments.</p> <p>D. Ability to do curricular and instructional evaluations with global perspectives and local commitments.</p> <p>E. Ability to do curricular and instructional leadership with global perspectives and local commitments.</p>			
Course Introduction	<p>This course is designed to guide students, through selected readings of educational classics in English, to deepen their understanding of education. This course provides students the opportunities to read, interpret, and reflect on critical issues within educational theory and practice, including the aim of education, the purpose of schooling, the relationship between school and society, education for liberation, and curriculum design principles.</p>		

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	1. Students will develop and enhance their understanding about educational thoughts and theory from the philosophical, historical, and social perspectives.	C2	A
2	2. Students will be able to interpret, analyze, and critique phenomenon and issues that related to educational theory and practice.	C4	ABC
3	3. Students will be guided to synthesize their own learning to communicate effectively through speaking and writing to become critical thinkers in education.	P6	ABCDE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	1. Students will develop and enhance their understanding about educational thoughts and theory from the philosophical, historical, and social perspectives.	Lecture, Discussion	Participation
2	2. Students will be able to interpret, analyze, and critique phenomenon and issues that related to educational theory and practice.	Lecture, Discussion	Participation

3	3. Students will be guided to synthesize their own learning to communicate effectively through speaking and writing to become critical thinkers in education.	Lecture, Discussion	Report, Participation
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This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	103/02/17 ~ 103/02/23	Introduction and Overview	Yueh-Hsia Chang
2	103/02/24 ~ 103/03/02	John Dewey, Ch. 7 Democratic conception in education	Yueh-Hsia Chang
3	103/03/03 ~ 103/03/09	John Dewey, Ch. 11 Experience and thinking	Yueh-Hsia Chang
4	103/03/10 ~ 103/03/16	Workshop 1: Creativity in education -Read articles about 1) The creativity crisis 2) How to kill creativity -Watch videos about how schools kill creativity -Take a creativity test -Discuss ways to foster creativity in teaching	Chun-Yi Lin
5	103/03/17 ~ 103/03/23	Jean-Jacques Rousseau, Book 1 The education of nature	Yueh-Hsia Chang
6	103/03/24 ~ 103/03/30	Open Class: Learning Community Open Class Workshop	Yueh-Hsia Chang

7	103/03/31 ~ 103/04/06	(Administrative observation) (No Class) Workshop 2: Collaborative project-based learning or problem-based learning -Read articles about 1) Vygotsky 2) Johnson & Johnson' s cooperative learning 3) Steps to successful PBL -Students discuss potentials, challenges, solutions of collaborative PBL	Chun-Yi Lin
8	103/04/07 ~ 103/04/13	Ralph W. Tyler, Ch. 1 What educational purposes should the school seek to attain?	Yueh-Hsia Chang
9	103/04/14 ~ 103/04/20	Campus-based Field trip: Tamkang Campus Visit activity with American students from Sacred Heart High School for Girls, America Campus	Yueh-Hsia Chang
10	103/04/21 ~ 103/04/27	Midterm Exam Week	Yueh-Hsia Chang
11	103/04/28 ~ 103/05/04	Ralph W. Tyler, Ch. 2 How can learning experiences be selected which are likely to be useful in attaining these objectives?	Yueh-Hsia Chang
12	103/05/05 ~ 103/05/11	Workshop 3: Instructional design -Read Robert Gagne' s "The Nine Events of Instruction" -Students use Gagne' s instructional design model to design instruction of a self-selected task or topic	Chun-Yi Lin
13	103/05/12 ~ 103/05/18	Paulo Freire, Ch. 2 The "banking" concept of education	Yueh-Hsia Chang
14	103/05/19 ~ 103/05/25	Paulo Freire, Ch. 3 Dialogics—the essence of education (change classroom to Taipei Campus on 05/23)	Yueh-Hsia Chang
15	103/05/26 ~ 103/06/01	Edgar Faure et al., Preamble Overview of the world of education	Yueh-Hsia Chang
16	103/06/02 ~ 103/06/08	Edgar Faure et al., Ch. 8 Elements for contemporary strategies	Yueh-Hsia Chang
17	103/06/09 ~ 103/06/15	Workshop 4: Learner motivation and self-directed learning -Read articles about 1) extrinsic and intrinsic motivation 2) self-directed learning model -Reflect the use of rewards in classroom and discuss the methods to foster intrinsic motivation and self-directed learning	Chun-Yi Lin
18	103/06/16 ~ 103/06/22	Final Exam Week	Yueh-Hsia Chang
Requirement			

Teaching Facility	Computer, Projector, Other (MOODLE Platform)
Textbook(s)	
Reference(s)	<p>Dewey, J. (1916). Democracy and education: An introduction to philosophy of education. New York: Macmillan Company.</p> <p>Faure, E., Herrera, F., Kaddoura, A -R., Lopes, H., Petrovsky, A. V., Rahnema, M., & Ward, F. C., (1972). Learning to be: The world of education today and tomorrow. Paris: UNESCO/London: Harrap.</p> <p>Freire, P. (2000). Pedagogy of the oppressed. (translated by Myra Bergman Ramos). New York: Continuum.</p> <p>Rousseau, J. (1921). Emile: or, on education. (translated by Barbara Foxley). New York: E.P. Dutton.</p> <p>Tyler, R. W. (1949). Basic principles of curriculum and instruction. Chicago: The University of Chicago Press.</p> <p>Palmer, J. A. (Ed.). (2001). Fifty major thinkers on education: From Confucius to Dewey. New York: Routledge.</p> <p>Palmer, J. A, Cooper, D. E., & Bresler, L. (Eds.). (2001). Fifty modern thinkers on education: From Piaget to the Present. New York: Routledge.</p>
Number of Assignment(s)	5 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 10.0 % ◆ Mark of Usual : 40.0 % ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ Other < > : %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php .</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>